

Creative Education Trust

Teaching and Learning Framework

Version 1.1
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**ABBNEYFIELD
SCHOOL**
*Creative
Education
Trust*

Contents

Vision, Values, and Leadership Cultures	4
Purpose.....	5
Framework Implementation.....	6
Principles	7
Principle 1: Remove distractors so learning can take centre stage	8
Principle 2: Embed routines so challenge comes from the content	9
Principle 3: Direct focus to ensure learners attend to what is important	10
Principle 4: Connect content so that ideas can be mastered over time	11
Principle 5: Model excellence to make learning possible for everyone	12
Principle 6: Encode, and then retrieve, so that new learning is embedded.....	13
Principle 7: Give time for purposeful rehearsal to perfect new ideas	14
Principle 8: Adapt to the needs of our children to promote equitable outcomes	15
Principle 9: Check understanding to respond to all emerging needs	16
Principle 10: Motivate our learners to breed success	17
Bibliography.....	18
Components.....	20
Climate for learning.....	21
Literacy	22
Start to lesson.....	23
Exposition	24
Modelling	25
Questioning	26
Responsive teaching	27
Practice and review	28
End of lesson	29
Early Years Foundation Stage	Error! Bookmark not defined.
EYFS: Environment	Error! Bookmark not defined.
EYFS: Interactions.....	Error! Bookmark not defined.
EYFS: The whole child	Error! Bookmark not defined.
Appendix 1: Teaching and Learning Rubric	1

Vision, Values, and Leadership Cultures

Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities



Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

Our Values

Ambition

We are ambitious in everything because only the best will do

Excellence

We do not stop at 'good enough'

Creativity

We connect our knowledge in innovative ways

Resilience

When the going gets hard, we up our game and reach our goal

Inclusion

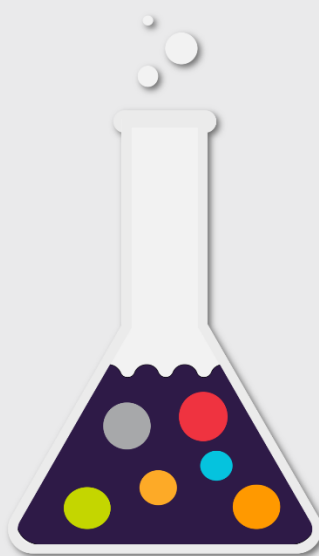
Every child and every colleague matters – we will work for and with them all

Respect

We value the ideas of others and make sure all voices are heard

Leadership Behaviours

Getting the mix right



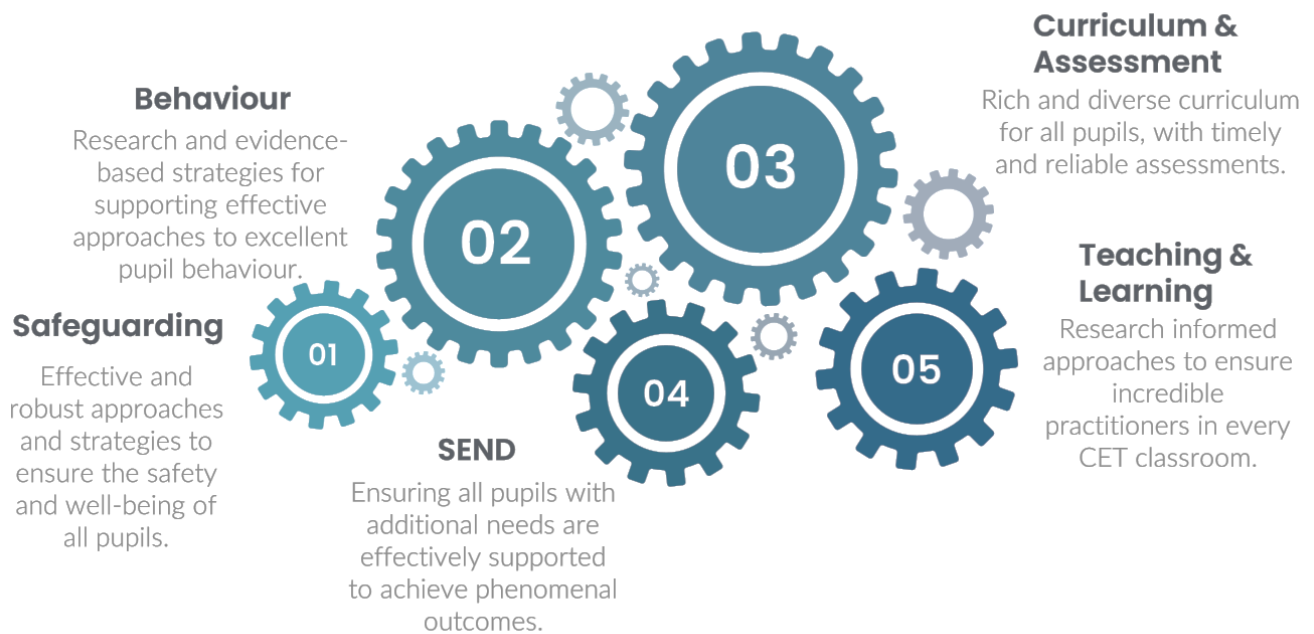
- 1 Psychological Safety
- 2 Collaboration
- 3 Transparent Authenticity
- 4 Kindness
- 5 Humility
- 6 Clarity

Purpose

Creative Education Trust has five Frameworks for Excellence, which are in place to ensure the best research, approaches, and strategies are utilised in our schools. These are:

Frameworks for Excellence

Ensuring the best research, approaches and strategies are utilised across the family of Creative Education Trust schools.



Within all classrooms in the Creative Education Trust, pupils are entitled to an experience where they are learning new content through effective teaching practice. There have been many attempts to define teaching and learning. As a Trust we agree that:

“The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.” (Kirschner, Sweller, & Clarke, 2006 p. 77)

Slater et al (2012) found that great teaching can have a significant impact on the learning of children. Instigating change is within our gift. The purpose of the teaching and learning framework is to ensure that every classroom in every Creative Education Trust school is free from distraction and disruption, and is led by a subject expert who:

- Has deep subject knowledge
- Is an expert in how children learn
- Understands how to effectively adapt pedagogy for their subject
- Utilises the highest leverage sources of evidence/research
- Meets the needs of all pupils

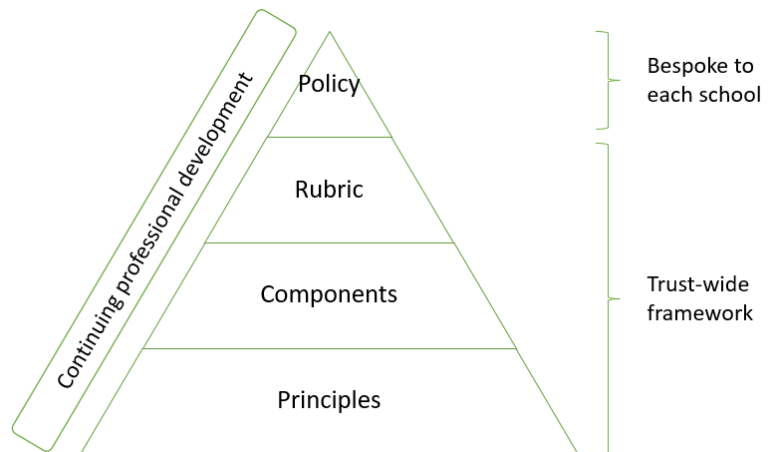
Framework Implementation

Foundations for Excellence

Our Trust Teaching & Learning Framework comprises of our underpinning, evidence informed principles, our philosophy encompassing the best bets of pedagogical research upon which, our components sit. Alongside our principles and components, we codify *what* great practice looks like in our T&L rubric.

Our components are the tangible and recognisable phases of a lesson and the elements that constitute to sound pedagogical practice.

Our rubric constitutes of a shared language codifying what excellence looks like within discrete “tags” for our lesson components. To make clear what they journey to achieving excellence looks like, a four-tier system is used, defining “emerging”, “developing”, “secure” and “excelling” practice.



Our schools and academies then have their own, individualised policies which shares their vision for excellence and the specific strategies they have adopted to suit their individual context.

As a Trust, CET recognise that professional development is the “*best bet* we have for improving the learning and life chances” (Mccrea) of the pupils we serve, and it is only by investing in the continued development and expertise of our teachers, teaching assistants and leaders that we will be able to achieve this aim. We further recognise that teaching is a complex task and, to ensure our CPD offer is the best it can be, we adhere to our [CPD Guidance](#) to ensure that the mechanisms for effective professional development are at the forefront of all that we do.

As a Trust, we subscribe to the view that sustained improvement will only be successful if practitioners are supported to focus on small, granular action steps to gradually improve their pedagogy and practice. The vehicle we use to achieve this aim is Steplab, where the strategies and action steps to achieve excellence in any given component are housed.

While our rubric codifies what excellence looks like, it is through Steplab and through continued

professional development that our practitioners will achieve it and, by that means, will our pupils receive the world leading education which they deserve.

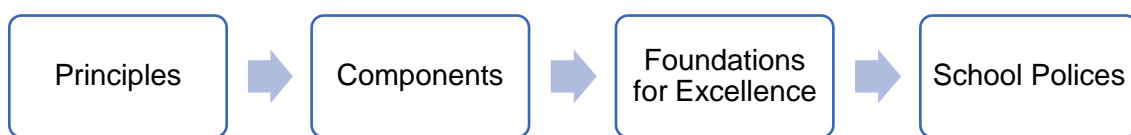
CET Step Library
4. Modelling
Goal: Instruction
Explicit instruction
Select step
Hook
Harness students' intrinsic motivation by showing them what success looks like as a result of grappling with new content

Principles

As with any of CET's Frameworks for Excellence, they are first and foremost, rooted in the relevant research and evidence of that domain. Where evidence does not exist or is not conclusive, we lean on our experiences, philosophical purpose, and moral compass.

The principles below are based in research but, as with a lot of educational research, it is not uncommon for findings to be unclear and, at times, contradictory. The principles settled on are what we consider to be the "best bets" at the time of writing. They are subject to change when the frameworks are reviewed as part of CET's ongoing quality assurance processes.

The principles themselves are the bedrock of this Framework. From here, they will be linked to recognisable components that manifest in the day-to-day running of a school that link to teaching and learning. That will then inform our "Foundations for Excellence Rubric", which will then inform local policies which will spell out how these overarching principles and components are embodied in each of our individual schools.



Our 10 teaching and learning principles are:



Remove distractors so learning can take centre stage



Embed routines so challenge comes from the content



Direct focus to ensure learners attend to what is important



Connect content so that ideas can be mastered over time



Model excellence to make learning possible for everyone



Encode, and then retrieve, so that new learning is embedded



Give time for purposeful rehearsal to perfect new ideas



Adapt to the needs of our children to promote equitable outcomes



Check understanding to respond to all emerging needs



Motivate our learners to breed success

Each one will be explored in more depth below with the relevant research and thinking which underpins each principle made explicit. At the end of the 10 principles is a bibliography with contains hyperlinks to all of these alongside some additional references to writings that have influenced the principles more holistically.

There are inevitably going to be some overlaps in this document with the Curriculum & Assessment Framework. Where some principles apply to both, they will only appear in one. Combined they make up our Quality of Education Frameworks. The principle of "connecting content", for example, exists in this framework but is a crucial thing to consider when planning an effective curriculum.

Principle 1: Remove distractors so learning can take centre stage

American researchers, Kraft and Monti-Nussbaum, found in 2021 that “a typical classroom... is interrupted more than 2,000 times per year and that these interruptions and the disruptions they cause result in the loss of between 10 and 20 days of instructional time”. The study found that time is not just lost when distractions, like a learner arriving late, or an unrelated announcement happens but that these events leave a “wake” where focus after the event is negatively affected too. Compounding the issue is anecdotal evidence which suggest that, whilst leaders understand the need to reduce distractions, they often underestimate how often or how impactful distractions can be for learners in their setting.

Social distractions

Distractions linked to social factors are explored more deeply in the Behaviour Framework but will be touched upon here briefly. These include those from from all individuals; not just the children but also staff or the class teachers themselves (social distractions are tagged as ‘disruptions’ in the rubric for clarity).

Awareness of the immediate *and* longer term consequences of interrupting a lesson’s “flow” is important in establishing everyone’s responsibility in keeping lessons distraction-free for as long as possible.

Environmental distractions

When designing a learning environment, there is a balance between making the space feel welcoming, including helpful scaffolds (number lines, key quotes...) and reducing distractions. Fisher et al (2014) found that when the walls were less decorated more learning took place. This is not to say that classrooms should be bare, just that careful consideration needs to be made when designing any space in which learning will be taking place.

When considering noise or music, the research is not always clear but, in general, meta analyses find a positive correlation between cognition and lower levels of noise as opposed to higher levels of noise (Thompson et al, 2022).

Instructional distractions

The split-attention effect

Chandler and Sweller (1992) found that information presented from multiple sources

leads to pupils having to switch between stimuli, which takes time, energy, and cognitive effort.

The split-attention effect can be reduced by combining sources of information or by presenting it separately initially.

The redundancy effect

Kalyuga and Sweller (2014) found that when additional but unnecessary information is presented alongside what is essential that the redundant materials interfere with, rather than contribute to, learning. This is the case even if the extra information do not contradict each other, the important factor is that it is superfluous.

Examples of the redundancy effect may include using too many words to explain an idea, reading information aloud at the same time as learners are reading it internally, including unnecessary animations or steps when explaining a concept. Doug Lemov summarises solutions to this with the rule “take the shortest path”.

The modality effect

Castro-Alonso & Sweller (2020) found that when information is presented via auditory and visual channels in tandem, that this aids learning. The spoken word dominates auditory attention, while the visual displayed dominates spatial attention. An implication of this is the importance of first introducing visuals that will be spoken over, without any words. Learners should not be reading and listening at the same time.

Principle 2: Embed routines so challenge comes from the content

Before looking at the importance of routines, it's important to consider some aspects of how the brain works. Sweller's work on cognitive load theory finds that humans can only attend to so much at once. The more information someone has that is chunked together or easily accessible to them, the more "space" they have to consider other things. When first learning to drive, using the clutch, checking mirrors, changing gear... feels effortful because each part is taking up space in your working memory and the thought of engaging meaningfully in another activity, such as holding a meaningful conversation, feels impossible at first. Over time, driving becomes a habit with all those sub-parts combining into one "unit", and you have more capacity to do other things.

Turning a routine in the classroom, into a habit, has the capacity to save time and free up space in working memory both for the children and for adults. This allows pupils to focus more on learning and allows staff to concentrate more on the multitude of decisions effective teaching requires.

Forming habits

Anouk van der Weiden et al found in their 2020 study that for desirable habits to be formed, they need to be rehearsed. They found that the more routines are rehearsed in the short-term, the more likely the routine is to be formed into a habit in the long-term. This may not sound surprising, but the point is that an initial cost needs to be paid to create habits. It is also not the case that simply asking someone to do a routine once, will lead to that process becoming habitual.

It is all well and good creating routines as a school, but unless they are repeated, retaught, and reiterated where necessary, they are unlikely to become habits and, therefore, are unlikely to be as beneficial to all as they otherwise would be.

An implication of the link between how often a routine is rehearsed and how likely it is to become a habit means schools should consider what they can codify across the building. The more exposure learners have to it, the quicker the habits will form and the more embedded they will be. Numbers vary, but studies suggests that it takes anywhere between 30 and 60 repetitions to embed a new habit. For an individual teacher in a school this could take a year, with all teachers working together it could take a week.

Instructional routines

When deciding on ways to engage with new content, it may be the case that less is more. By having a smaller set of routines that adults and learners are more familiar with, it is likely that there is more space in everyone's cognitive load to be used engaging with, or helping to deliver, the new knowledge.

As Mccrea (2020) describes "instructional routines help pupils make the most of learning opportunities. For example, carefully designed questioning or discussion protocols... Routines make the process of learning easier, which allows the content to maintain a level of challenge."

To aid with this Mccrea thinks about breaking down a routine into 3 parts, using the terminology of cue, action, and chain. He says that routines start with a *cue*, which prompts an initial *action*, which will lead to a *chain* of events.

Behavioural routines

Separate to instructional routines are behavioural routines. These are much more focused on how people conduct themselves than on how they engage with content. All the same theory applies, however. This is explored in more detail in the Behaviour Framework.

Principle 3: Direct focus to ensure learners attend to what is important

Daniel Willingham, a cognitive psychologist applying findings from research into education says that *“Memory is the residue of thought. To teach well, you should pay careful attention to what an assignment will make pupils think about (not what you hope they will think about), because **that** is what they will remember”*. In Arthur Shimamura’s research paper “MARGE” he writes that *“Attention takes effort—it is an active process that requires conscious awareness of learning goals. Yet by engaging ourselves toward learning and making experiences meaningful, we can easily encourage ourselves and others to learn new things...”*

Willingham makes the point that without careful attention being paid to the right thing, it will not be learnt and Shimamura notes that attention is an effortful task. It follows that educators need to make a concerted effort to be aware of both *what* they want learners to pay attention to and *how* they are going to achieve this.

The benefits of paying attention

Cherry et al (2023) found that an increase in “mind wandering” is correlated to poorer recall. Their study suggests that without focusing learner’s inner thoughts to the task at hand, that it will not be as well learnt as it otherwise could be.

Markant and Amso (2014) found that when attention is suitably redirected, IQ is not as strong an indicator about future performance as attention is.

Lapses in attention

Bunce et al in 2010 showed that attention comes and goes throughout different phases of a lesson. Her team found that the start and end of lectures were particularly prone to disengagement but that learners may “drift off” at any point. Careful consideration needs to be given by teachers to consider the ways in which they can maximise the attention learners have in class; this is not something which can be taken for granted.

Task switching

The phrase “**paying** attention” seems accurate given that there is only so much we can afford to attend to at once. Not only is there a cost when things are paid attention to, but

Rubinstein et al (2001) have found that there is a cost to be had when shifting attention as well. They found that multi-tasking often involves switching between tasks, rather than performing them simultaneously, and that there is a cost to this which negatively impacts both. For a quick demonstration of this time yourself:

- a) counting from 1-26
- b) reciting the alphabet
- c) combining the above “1-A-2-B-3-C-4-...”

If task switching had no cost than the times for a) and b) would add to give the time for c).

This impacts decisions on how often teachers chose to redirect learners’ attention.

Reduce transient information

Transient information is impermanent, it does not stay around for long (such as speech), and there are few guarantees that all have attended to it when it is given. Multi-step tasks should be presented in a permanent form to ensure they can be attended to.

The transient information effect (Wong et al) can be reduced by limiting how often pertinent information for learning tasks disappears, and where possible, ensure that they are presented in small chunks, so learners only have to attend to one part at a time.

Principle 4: Connect content so that ideas can be mastered over time

Cognitive psychologist Efrat Furst writes that *“When we experience something new, information enters the brain through processes of sensation and perception giving rise to certain patterns of neuronal activity. At the same time, already existing patterns are activated as one attempts to decipher the new experience in terms of the things that are already stored in the brain. Potentially, following the learning experience, a new representation of a new concept will be formed, as well as new connections to existing information.”*

Types of learning

Daniel Willingham (2002) helps to make the distinction between different types of learning by categorising them into three areas

Rote Learning: Memorising through repetition without deep understanding.

Inflexible Knowledge: Rigid understanding, hard to apply broadly.

Flexible Knowledge: Adaptable, applicable in diverse contexts

He posits that the latter is the aim of education and, without making connections to other content, that it cannot be achieved. Note that he does not think that the other learning types are not important or even essential.

Importance of prior knowledge

David Ausbel, a cognitive psychologist said that *“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach [them] accordingly”*.

A difficulty for teachers is that, in practice, learners will all come into school with a variety of different starting points and prior knowledge.

Dong et al (2020) found that educators need to ensure that, in order to reap the benefits of connecting new content to other ideas, that learners have a secure understanding of any necessary previous ideas.

Understanding pre-requisite content is not something that teachers should merely hope children have. Through deliberate lesson design and delivery, teaching can ensure the

right pre-requisite content is available prior to teaching new ideas.

Activating prior knowledge

Taking this idea further, Kostons and van der Werf (2015) found that just having the prior knowledge is not enough but that it needs *“activating”* first to have a positive outcome on learning.

Ideas being retrieved from a learner’s long-term memory and into their working memory is needed to *“activate”* this knowledge and make sure it is *“close to hand”*.

Connecting knowledge, explicitly

When introducing new concepts, the principles of explicit instruction, and the research on attention referenced earlier, tell us that these connections need to be made explicit by the teacher. Learners will inevitably make connections, to ensure they make the connections we want them to, teachers must make these clear.

Building schema over time

In lessons, teachers can do a lot to ensure learners have the relevant prior knowledge, help them activate it, and then go on to teach in a way which creates connections between the new and the old. This process however cannot be separated from the overarching sequence of the curriculum and the assessments which happen along the way to collect data. As such, these ideas are explored in more detail in the Curriculum & Assessment Framework.

Principle 5: Model excellence to make learning possible for everyone

In any educational setting, the mode of delivery of the content needs careful consideration. At two ends of the spectrum are expert-guided instruction and minimally-guided instruction. The former is led by an informed instructor who will show and demonstrate concepts that are to be learnt, the latter will provide prompts, hints, and stimuli with the aim of learners discovering new concepts by themselves. In Kirschner's 2006 paper he writes that, given what we know about cognitive architecture, that guided instruction is undoubtedly the best mode of delivery when introducing new concepts to learners.

Explicit instruction

Explicit instruction and deliberate practice (explored later) are teaching philosophies aligned with a guided instruction approach. Archer & Hughes begin their book, which collated multiple writings and research on explicit instruction, by saying that "In the quest to maximise students' academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures".

Archer & Hughes go on to define sixteen elements involved in explicit instruction. Some of these are explored below:

Sharing models

"Model the skill and clarify the decision-making processes needed to complete a task or procedure.... Clearly demonstrate the target skill or strategy, in order to show students a model of proficient performance."

Non examples

"In order to establish the boundaries of when and when not to apply a skill... provide a wide range of examples and non-examples."

Caution should be used when including non-examples. Bornstein and D'Agostino's work on the Mere Exposure Effect, shows us that familiarity with an idea is enough for it to seem appealing. To that end, limiting the exposure of

non-examples, not starting with non-examples, and ensuring reasons behind why they are not exemplars may be needed to stop misconceptions being developed.

Clarity

"Use consistent, unambiguous wording and terminology. The complexity of your speech... should depend on students' [capabilities]..."

Break it down

"Teach in small steps. Segmenting complex skills into smaller [units]... [addresses] concerns about cognitive overloading...once mastered, units are synthesised (i.e., practiced as a whole).

Share your thinking

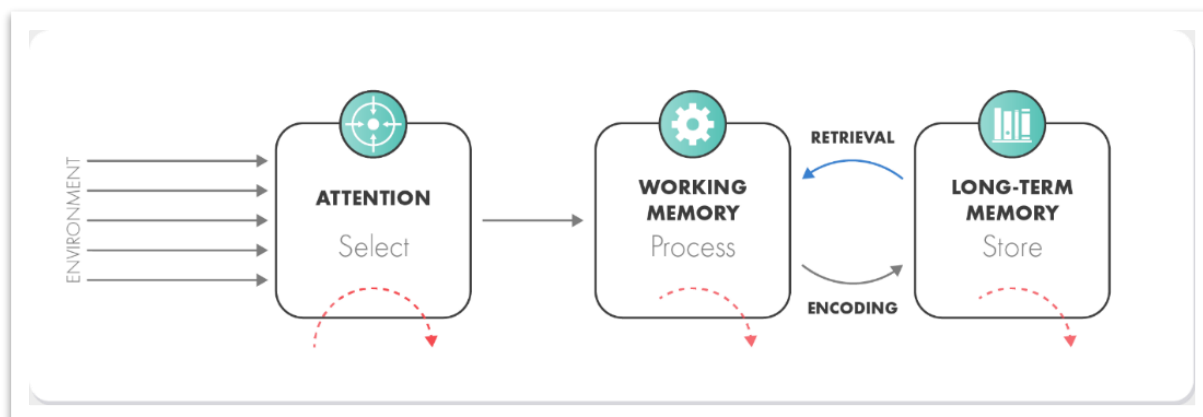
"Complete a task or procedure by thinking aloud as you perform the skill"

Variation theory

Mun Ling Lo's work on variation theory highlights the positive impact of this practice in education. It explores the benefits of transforming a learner's awareness of a concept into a more complex model of the thing by showing them what can happen when aspects of the concept are altered. If learners only ever see a triangle with equal sides, for example, they may not appreciate the different ways in which a triangle can appear. As an educator, being cognisant of a concept's properties, knowing what you can and cannot change and what happens as a result, then explicitly sharing these, can help learners better grasp ideas.

Principle 6: Encode, and then retrieve, so that new learning is embedded

Kirschner et al (2006) write that learning requires a change in long-term memory. It follows that understanding how to ensure knowledge is encoded into a learner's long-term memory is key. Daniel Willingham (2017) suggests that the model of memory to be used in schools should be one which "would bore researchers". It should be simple enough to be generalised and effective to classroom practitioners as opposed to PhD graduates. The model he suggests can be represented by the image below.



Encoding

We have seen already that attention is something which need to be explicitly directed. When attending to stimuli there may be thoughts or ideas in one's working memory. Encoding is the process by which these things will enter the long-term memory. Whilst there is no "hard and fast" rule that works all the time, in general, the more an individual has to think deeply about the idea, the more likely that thing is to end up in long-term memory.

Willingham writes that "to encourage students to acquire meaningful knowledge, teachers will do well to keep the "memory is as thinking does" principle in mind".

The need to retrieve

Once in the long-term memory, information is not stored ready to be retrieved back into working memory, whenever required. This is where the idea of thinking about the brain as a computer falls short. Instead, over time, ideas will become harder and harder to retrieve. Work by Ebbinghaus in 1885 (supported by many more up to date studies) shows that new content can become hard to retrieve initially

but, the more something is retrieved, the rate at which it is then forgotten slows.

The need to forget

Robert Bjork (2011) adds to Ebbinghaus and says that the longer something goes unattended to, before being successfully retrieved, the more reliably retrievable in the future that knowledge becomes.

He writes that "perhaps the prime example of forgetting enhancing learning is the spacing effect, one of the most robust and general effects from the entire history of experimental psychology. When a second study opportunity is provided after a delay following a first study opportunity, rather than being presented with little or no delay, long-term recall is enhanced, often very significantly."

The need for difficulty

Another factor that aids in the embedding of content is the difficulty required for a learner to retrieve the idea. Bjork & Bjork found that "conditions that create challenges and slow the rate of apparent learning often optimise long-term retention and transfer".

Principle 7: Give time for purposeful rehearsal to perfect new ideas

New ideas take time to become encoded enough in our long-term memory to be retrieved with ease at a later date. It is simply not enough to do something once and then be able to reliably do it again in the future. Soderstrom and Bjork (2015) make a powerful distinction between performance and learning. Not only do they find that “during the instruction or training process... what we can observe and measure is performance, which is often an unreliable index of whether the relatively long-term changes that constitute learning have taken place”. They go on to say that although it can feel intuitive for there to at least be a correlation between performance and learning that “improvements in performance can fail to yield significant learning—and, in fact, that certain manipulations can have opposite effects on learning and performance”. This can make knowing what to do when learners are demonstrating skills for themselves quite tricky and, at times, counterintuitive. Here is what the research says.

Deliberate practice

Ericsson et al (1993) write about the importance of purposeful practice. They find that not all time spent practising is equal and that *how* you practise can be more important than *how often* you practise. They write that “the belief that a sufficient amount of experience or practice leads to maximal performance appears incorrect” and that “the commitment to deliberate practice distinguishes the expert performer from the vast majority...”

Seven characteristics of deliberate practice that they find to be effective are:

Goal-oriented

There is a clear and defined purpose to the practice that is happening. Ideally these are situated around measurable goals.

Broken down and built-up

Complex tasks are broken down and practised individually before being combined over time and then perfected.

Feedback-driven

Weaknesses are identified quickly and constructively. This can come from coaches, peers, or self-assessment. The learner must then make adaptations to their practice as a result of the feedback received.

Challenging

Content is pushing individuals outside of their comfort zone.

Repetitive but incremental

The same ideas can recur but, over time, have added layers of complexity or variation added to them.

Mentally engaging

The task is cognitively demanding and requires complete concentration from the individual. Any potential distractions should be kept to a minimum.

Time-intensive

A good amount of time is allocated to practice, not just in one session, but over the length of the course too. Without sustained effort from the individual it will not be as effective.

Illusions of Competence

There is an important human bias to be aware of when learners are engaging in study. Koriat & Bjork (2005) found that “the monitoring of one’s own knowledge during study suffers from an inherent discrepancy between study and test situations”. This means that learners may overestimate their perceived levels of competence with a topic whilst studying for it. This unwarranted self-confidence may lead to learners not valuing attending to their work as strongly as they might otherwise do.

Principle 8: Adapt to the needs of our children to promote equitable outcomes

People are not all the same and will not all learn at the same rate unless provision is adapted in some way. Our aim at CET is to provide equitable learning outcomes *for all*, this does not arise from equality in our provision. “Equality” in this context refers to teaching being the *same for everyone*. To achieve equity in outcomes, some individuals will need *different* support to their peers. This may be adapted or additional provision. The principles in this document apply to everyone but, to achieve our aims as a Trust, there needs to be additional support available in our schools for those who need it if we are to achieve our mission of giving “*every child* the best possible start in life”.

Ordinarily available provision

Project Follow Through was a large-scale government experiment whose results were published in 1977. It showed that an approach called Direct Instruction, produced by Engelmann, was an effective teaching approach for all (many of its principles align with the content in this document).

A key factor the Direct Instruction approach had at its core was the in-built flexibility to adapt to the needs of the individual. The study found that all learners were capable of learning on a par with their peers, just that some required additional support to achieve this. This support (reasonable adjustment) is the responsibility of any school to put in place for their pupils.

The findings in that study are supported by the EEFs report on effective SEND provision in school which is broken down into five components. The third is to “ensure all pupils have access to high quality education”, with the fourth being to “complement high quality teaching with carefully selected small-group and one-to-one interventions.

The conclusion from this is that the ordinarily available provision which all pupils have access to is a key factor in providing equitable outcomes for all, however, for some, this provision will need to be supplemented.

Know the child

Although children may be identified on a school’s SEND register, there is no such thing as a “SEND pupil”. Each child is as unique as

the last. The second component in the EEF’s guidance is for the school and teachers to ensure that they have an up-to-date and accurate awareness of any additional needs each individual child they are caring for may have and are equipped with the skill and resources to implement them.

Other adults

The fifth component is the effective deployment of teaching assistants. Their research suggests that the role of other adults should be carefully considered in any school.

Schools and teachers should not fall into the trap of have additional adults doing *all* the educating of the children they are linked with. Instead, they should be supplementing the work of the classroom teacher in one way or another. For further reading on the EEF’s guidance on effective use of teaching assistant, find a report linked specifically to this in the bibliography.

Culture matters

The first component in the EEF’s findings on effective SEND provision is about getting the culture right.

They found that effective schools “create a positive and supportive environment for all pupils, without exception”.

SEND Framework and i-CREATE

For more information about the support that SEND children at CET receive, consult our SEND Framework, and read about our i-CREATE approach.

Principle 9: Check understanding to respond to all emerging needs

Teaching is messy. A key aim is to get knowledge from one person's head into thirty other people's heads simultaneously. These thirty people all have different starting points and there is no way of peering into their minds to see if what has been intended to be learnt actually has been. Combined with this are findings from Kruger and Dunning who state that "people tend to hold overly favourable views of their abilities in many social and intellectual domains", they go on to write that "when people are incompetent in the strategies they adopt to achieve success and satisfaction, they suffer a dual burden: not only do they reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of the ability to realise it".

All of the above lead to the necessity to check, as robustly as possible, how the intended content that is being taught, is actually being understood by the recipients and then to do something about the results. It also implies that simply asking the learners if they have understood, is not reliable.

Effective checking

In an analysis of the work of teachers, Barak Rosenshine found that "the more effective teachers frequently checked to see if all the students were learning the new material". Two key crucial and distinct components to effective checking are contained in that quote.

Firstly, that checks are "frequent", previous principles highlight the importance of building on prerequisite knowledge, which includes knowledge within the lesson itself. Although a lesson might be framed as having a single aim, that will often be the culmination of many much smaller aims, all of which will need checking if the teacher is to be sure that the main aim can be achieved.

Secondly, that checks happen for "all" pupils. Every child is an individual and as such the interpretations by one cannot be taken as a good proxy of understanding for the class as a whole.

Checking helps learning

Rosenshine went on to say that "these checks provided some of the processing needed to move new learning into long-term memory". In other words, checking for understanding does not get in the way of time spent practising a new idea, rather that the checks are the beginning of that necessary process.

Reject self-report

The work by Kruger and Dunning suggests that we cannot rely on learners having a true understanding of their own competence, especially considering they will not yet be experts in what is being taught.

Rosenshine also noted that, before practising a skill independently, the most effective teachers secured an 80+% success rate. It would follow that until a teacher is sure of *at least* this rate being achieved (with data from a source other than learners' self-report), that they should not yet allow pupils to work by themselves.

Be responsive

The key thing which Black & Wiliam found in their meta-analysis of effective strategies is that the teacher much ensure that data gathered "is actually used to adapt the teaching work to meet the needs [of learners]". Although checks are an essential ingredient in effective teaching, unless acting up, they risk being redundant.

Ask the right questions

In order to be respond effectively, the right questions need to be asked initially. This was one of the five "key strategies" that Wiliam shares in a later paper. He writes that "once we know what it is that we want our students to learn, then it is important to collect the right sort of evidence...".

Principle 10: Motivate our learners to breed success

“You can lead a horse to water, but you can’t make him drink”. Effective teaching is only going to be impactful when the intended recipients are motivated to engage with the content. Without directing their attention to what is asked of them and without wanting to put in the internal effort of thought required learning will not be as powerful as it otherwise could be. This principle will explore relevant findings from the science of motivation.

Expectancy theory

Vroom’s Expectancy Theory (1964) claims that the amount of effort put into a task is correlated to the expected level of success the individual believes they will have with it. This means that those who have experienced success in the past, are more likely to apply themselves.

Where learners are not motivated, ensuring they can be successful in the short-term, even if this means temporarily moving the goalposts, can mean that they become motivated to try harder in the long-term.

The next three headings are all influenced by the work of Nobel prize winner and psychologist Daniel Kahneman (2012).

Recency bias

Humans over-emphasise the importance of things that have happened more recently meaning that, although a learner may have struggled for a long time, investing in them in the short-term and reminding them of recent successes can be a strong motivator.

Short-term goals

Long-term goals are a bad motivator, humans often struggle to consider benefits that are far away. Framing success around short-term goals is more likely to be motivating even if individuals know the importance of long-term goals like good GCSE grades.

The peak-end rule

When remembering an event, two parts of it stick in people’s minds the most, an emotional peak during the performance, whenever that

happens to come, and the end. With this in mind, the ends of lessons should be carefully considered. If learners feel successful by the end, no matter what has happened during the lesson, it can greatly influence their perception of their performance during the lesson.

Framing success

Some learners may have visions of success which are at odds with a teacher’s own. They may think that success means always getting everything correct and never asking for help. In order for others to have the same view of success as someone else, these need to be broken down and explicitly shared.

Intrinsic motivation

Deci et al found in 2001 that providing tangible rewards can have a negative impact on intrinsic motivation. Rewards which are conducive to intrinsic motivation can be as simple as verbal praise. Willingham writes that for praise to be effective it should “be sincere, meaning that the child has done something praiseworthy. The content of the praise should express congratulations [and] the target of the praise should be not an attribute of the child, but rather an attribute of the child’s behaviour.”

Pitching content

Vygotsky (1978) uses the zone of proximal development (ZPD) to define content which is accessible to learners with some guidance but which is unavailable to them without it.

Work pitched outside of this zone will likely be too hard or too easy for learners and may lead to them becoming demotivated.

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Components

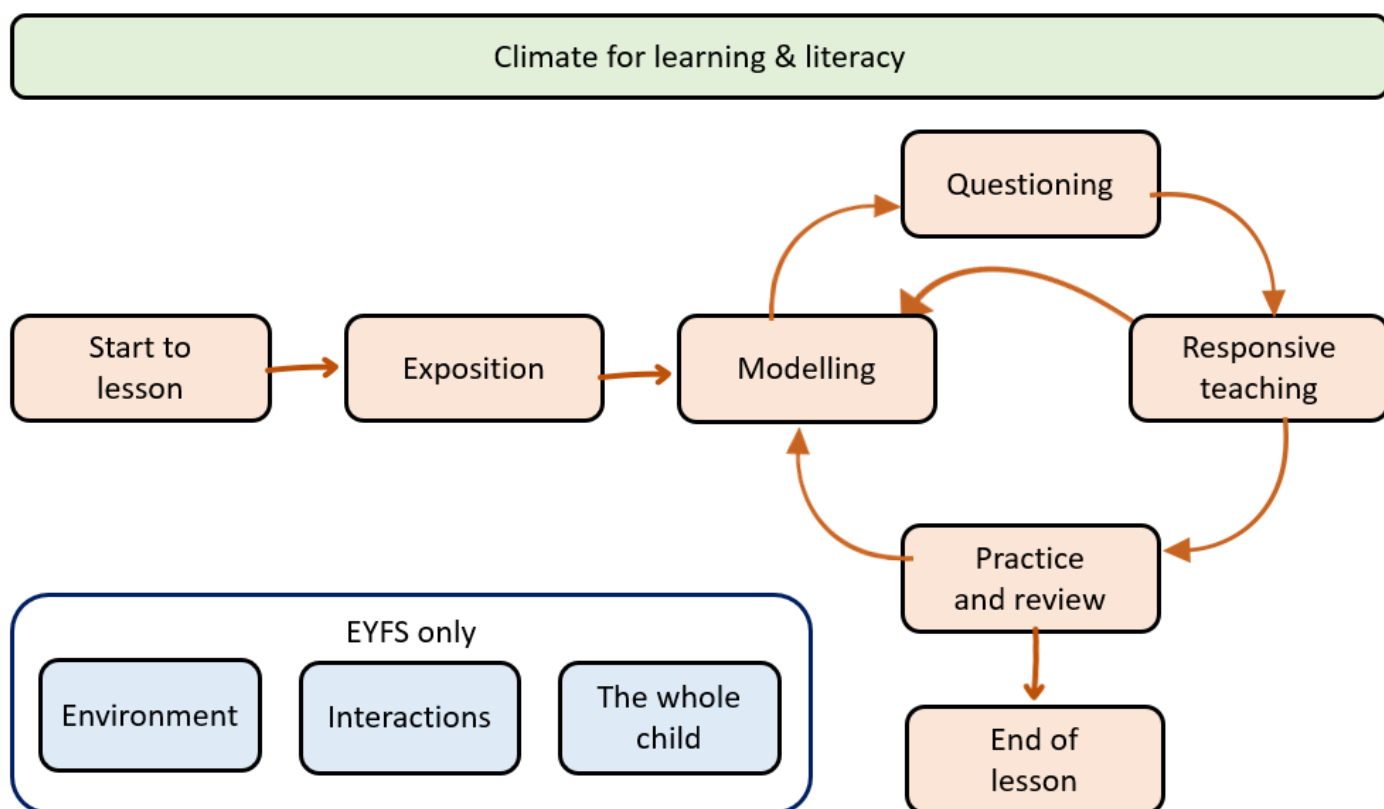
There are many ways to name the various parts of learning and many ways to merge or sub-divide these parts. As a Trust we are agreeing on the following cycle as our default position for a lesson; this means that on occasions, lessons will not follow this exact cycle.

Though names for these parts may vary from school to school the underlying principles we have agreed upon will not. The principles and default positions for each component will then become embodied in the great practice that happens within each school.

In each case, it is possible to “pick and mix” from various strategies which realise the aims and ambitions of each stage of the learning journey with appropriate variations by subjects happening along the way.

Whilst different schools may choose different strategies to bring teaching and learning to life for their pupils, they will, at their core, share these same research-informed guiding principles.

The “planning”, “feedback”, and “assessment” components are explored in more depth in the Curriculum and Assessment Framework but not in this document.



While our Early Years and Foundation Stage (EYFS) has three stage specific components, it does not sit outside of our usual learning cycle. At EYFS, the learning cycle remains the same and uses the same components; however, it is likely that the cycle, or parts of the cycle, might be seen multiple times over a much shorter time frame. To also capture the uniqueness of EYFS provision, including both indoor and outdoor learning spaces and continuous provision, it is necessary for EYFS to encompass *all* the components of learning, *and* the EYFS specific components.

Climate for learning

Establishing the right classroom environment is the precursor for great learning to happen. Creating calm, safe spaces for pupils' focus to be on learning must become the norm of classroom culture.

Disruption

Maintaining desirable behaviour and for such behaviour to be normalised, must be the ambition of every classroom practitioner; however, it should be recognised that all pupils come to the classroom with different skills, habits, values, and expectations of what 'good' behaviour looks and sounds like. Teaching desirable behaviour, much like a curriculum, must be undertaken by adults to ensure that all behaviour exhibited by pupils is conducive to the learning of others.

Distractions

Ensuring that the physical classroom space is well organised and favourable to learning is key, yet adults should also be conscious of their potential for creating a distraction.

Remembering to keep distractions, including teacher talk, when pupils are working during the practice phase of the lesson is one such example, not over-explaining content nor speaking over slides which already have detailed written instructions is another.

In addition, pupils should feel some ownership of their learning environment, ensuring the space is left tidy and should be able to use resources appropriately and with care.

Passivity

All learners should be engrossed in the lesson with any momentary lapses of attention self-corrected by the pupil or by the teacher, almost immediately. This intrinsic motivation should be the driver for pupil focus, with pupils gleaming inherent satisfaction from a task well done, furthering their learning, or a sense of achievement.

Routines

Creating classroom routines will contribute to efficient and accelerated learning, where pupils become familiarised with ways of working expediting the process. Ultimately, what begins as routine, will, over a suitable period, become a habit, and, for pupils, will become their usual way of working contributing to the desirable norms of classroom culture.

Positivity

Reinforcing desirable behaviours can be aided by positivity, whereby narrating the positives when pupils display the behaviours expected can contribute to the sense that these are the normal, and only, behaviours in the classroom.

Discussion

During paired talk, group discussion or whole class feedback, all pupils can contribute in a polite and respectful manner. Expectations regarding participation in discussion tasks and output are made explicit to pupils, ensuring that all voices are given equal value.

Likewise, all pupils interact with each other equitably regardless of background or any protected characteristics in an inclusive classroom setting. They show sensitivity to the own and others' needs, including the adults in the room.

Transition

Transitions between phases of learning are clear to pupils and their attention is suitably redirected to ensure that all can maximise the learning time available to them.

Literacy

Ensuring pupils can access the curriculum through age-appropriate literacy levels must be everyone's responsibility. Removing barriers to access and early intervention is key to success.

Comprehension

The primary purpose of any reading is comprehension. Without pupils being able to understand what they have read, at any level, the secondary purposes of entertainment, explanation, persuasion, criticism, or the plethora of other reading purposes will not be achieved. Ensuring that all pupils can understand the content and context any reading material must be factored into lesson planning, but there are several in-class strategies that should be used too.

Before reading, pupils should be encouraged to make predictions, which can be achieved through drawing inferences from images and text, depending on the key stage of the pupil. Building background knowledge about a text or its context is useful, and not only when reading fiction. Pre-teaching some key vocabulary will ensure pupils can access the central meaning of in-class reading material.

During reading, pupils should be encouraged to ask and answer questions, ideally as structured pair talk as it is important to be mindful of the distraction and the cost on comprehension that will be caused through the scattered peppering of questions and responses. Glossing vocabulary with short definitions or using synonyms, "x means y" is helpful when texts are being read aloud and pupils encounter an unfamiliar word. Teachers should be mindful of hindering comprehension and should, in most instances, be the one reading aloud – exceptions for when pupils are deliberately practising their reading fluency are to be expected.

After reading, pupils should be able to offer short summaries of what they have read. Such summaries can be scaffolded by asking pupils to give paragraphs or chunks of text a suitable sub-heading or through using a six-word

summary. Highlighting key chunks of text and rewording is also an especially useful exercise.

Reading aloud

When reading aloud, pupils' projection, prosody and pronunciation should be clear throughout. Teaching reading fluency is essential as when pupils read fluently, their cognitive resources are redirected from focusing on decoding and sounding out the text, to comprehending meaning and making valid inferences. When teaching reading fluency, using the fluency rubric will help assess the progress that pupils are making as the encounter different text types.

Vocabulary instruction

Explicit vocabulary teaching should enable pupils to say, define and apply new words. Develop consistent routines around how vocabulary will be introduced to maximise this process and build in recall of key terms where appropriate.

Oracy

Ensuring all spoken language used by pupils is suitably appropriate to its context will be helped by utilising strategies like, "think-write-pair-rewrite-share", "say it again, better" and utilising sentence expansion packs to enable pupils to develop their ideas by justifying their choices.

Writing

All written language used by pupils should be suitable to its context. Utilising sentence starters and structure strips and making key vocabulary part of the success criteria (when appropriate) will also help pupils to uplevel their writing choices.

Start to lesson

The start to the lesson provides an opportunity to set the academic and behavioural expectations of a class. Attention must be directed, and relevant prior knowledge activated.

Routines

Beginning every lesson with a consistent routine, sets the academic and behavioural expectations for the lesson ahead. Clear routines ensure all pupils can engage proactively with learning, and, by setting some retrieval questions that all pupils can have success with, we settle them back into the established habits and routines of what it means to think and learn within the subject discipline.

Focus

Striving for 100% participation must be the aim for every start to lesson, with all pupils engaging purposefully in the start to lesson task in a timely manner. To achieve this, careful consideration must be given during lesson preparation time to the types of questions set and the accessibility of these for the pupils in the class.

To enable all pupils to participate meaningfully in the start to lesson task, a clear tone must be set regarding the learning behaviours expected. Establishing a calm start, with teachers upholding high standards of behaviour from the first minute is crucial. This includes the teacher controlling the flow of pupils from the corridor into the classroom or learning space and maintaining responsibility for those pupils who can interact with the vicinity in and around their learning space.

Retrieval

Combatting forgetting is a duty of all teachers and pupils will forget content, no matter how well it is initially taught. By giving pupils exposure to previously studied topics and content, we are helping to embed, through retrieval practice, as much of the curriculum as we can. Questions created for the start to

lesson task should be retrieval based and should challenge all pupils' recall of previously learnt content. Careful consideration must be given when planning as to which topics to draw questions from and from how long ago. Engaging with Ebbinghaus' research on combatting the forgetting curve will help teachers to determine how to interleave questions on curriculum content and how frequently such content should be recalled. Similar consideration should also be given to pre-requisite knowledge required for the lesson as the start to lesson task gives teachers an opportunity to assess this pre-requisite knowledge and reteach in the review if necessary for success to follow.

Planning some retrieval questions that are accessible to all pupils is crucial to motivation and active participation in the start to lesson task and routine.

Review

Reviewing starts to lesson tasks must be carefully considered and is likely to be one of the innumerable moments where the teacher needs to be responsive to the information collated during their circulation while pupils are completing the task set. Depending on the information gleaned, it may be that the teacher chooses to confirm correct answers and only review some of the questions set in any detail to ensure that misconceptions are addressed. It may be appropriate to reteach content during that lesson, or at a later stage. Either way, all pupils should engage proactively in the review and should be able to correct any gaps or errors, even if they are still in doubt as to how to secure the correct answer in the future.

Exposition

Humans have been fascinated with stories for at least 30,000 years, the art of storytelling is a powerful tool which can be harnessed to enhance the experience of learning something new.

Connect

During this phase of the lesson, where content builds from past content, or leads to future content, making these links explicit can help students frame their learning in the context of previous and future ideas. Explicitly connecting ideas allows for a greater chance of students gaining 'flexible knowledge', adding to their existing schema.

Precision

Communicating complex ideas and content in an engagingly concise manner to pupils is integral to a successful exposition. Scripting explanations is a useful exercise when preparing for lessons to ensure that explanations are not only accurate but are also suitably chunked to ensure they can be communicated as effectively as possible for pupils.

Context

When exploring relevant wider context with pupils, this must be taught in an accurate and respectful manner and explicit links as to its relevance should be made between this and the curriculum content.

It is important for teachers to remember that the content we are delivering to pupils does not exist in isolation; neither from other content nor from historical and cultural events that add to the richness of the material. By correctly setting the scene, pupils can more fully appreciate the content they are engaging with. The teacher could use this time to explain more fully the underlying or previously learnt content related to this, any relevant real-world applications, models and interactive demonstrations, or stories associated with the topic. They may also consider sharing the structure of the lesson, so

pupils know what to expect for the duration of the learning to follow.

Literacy

Explicitly teaching new vocabulary is a likely component of this phase of learning and all pupils should be given the opportunity to say, define and apply newly learnt words or concepts.

Where students will be reading aloud, ensure their pronunciation, projection and prosody is clear throughout, and, where pupils will be independently engaging with chunks of text, ensure that the text has been assessed for its readability to ensure that all pupils can understand the content of the reading material.

During any pupil talk or structured discussion, the spoken language used by pupils should be appropriate to its context.

Note-taking

Taking appropriately concise notes during teacher exposition is a skill and one where the nuances required in each subject discipline should be explicitly taught. Pupils should understand what notes need taking and why and this should be directed by the teacher. Pupils must be able to take timely notes without impairing their understanding of the information being shared and teachers should be cognisant of the cognitive load they are placing on pupils, ensuring adequate time is given to note-taking between chunks of expository explanation.

Hinterland

Supplementing the National Curriculum by sharing rich cultural context helps produce more knowledgeable and well-rounded individuals. Allowing pupils to see themselves and others in the curriculum is an invaluable experience to ensure our pupils are both empowered, yet culturally sensitive.

Modelling

Modelling is the instructional strategy in which the teacher demonstrates a new concept or approach to learning. The expert teacher will model both process and thinking.

Clarity

Modelling is clear, concise, and accurate. Teachers are the subject experts and will have completed any lesson preparation before they plan and deliver their lesson, thinking deeply about how they will impart information. Effective modelling will regularly include some combination of clear demonstrations (live modelling); examples of excellence; non-examples; worked examples and faded scaffolding. Whatever form the modelling takes, it contributes to ensuring that no new misconceptions are created, and the teacher may plan the model so that it also leads to the eradication of previously held misconceptions.

Pupils should be tracking the teacher's explanation carefully with their input reduced to a minimum to ensure one clear narrative can be followed by all. Most likely, multiple demonstrations will also be needed whilst explicit attention is drawn to what is the same and different each time. Knowing boundary cases and non-examples can be especially useful when creating an accurate and generalised schema of new ideas.

Opportunities should be taken to model all expectations of pupils (e.g., layout of work, standard of oracy etc.) and not just showing the content being delivered. Making the implicit explicit is key to clear modelling.

Metacognition

Demonstrating the 'what' and the 'why' during modelling is essential so that pupils are able to not only replicate your model, but can, over time, replicate your thinking process so they become less reliant on modelling and scaffolding as they gradually move towards mastery. Adults should narrate their thinking process to make implicit, internalised processes

explicit for all. As the expert in the room, sharing aloud the questions and internal debate that is happening in our minds is useful for our pupils so they can see the hard work and difficult thinking that goes into achieving excellence.

Scaffolding

Scaffolding a skill or a process by chunking each stage into manageable steps is integral for pupil success and models should provide an appropriately challenging scaffold for pupils which aids the learning process for all.

Plan to, over time, gradually remove the scaffold, making practice more challenging and rigorous by asking pupils to practise all the steps at once and then to complete the skill, or apply the learning, in a new context to assess competence and whether learning has occurred.

Success Criteria

Explicit success criteria support all pupils' understanding. Ensuring that pupils have a shared understanding of the components which contribute to excellence is central for them to be able to replicate the process in practice. Any success criteria should be used against the model provided so that pupils understand how the two are linked. This will also allow pupils to review their progress and output against the success criteria before seeking additional support, developing our learners' independence and resilience. Success criteria contribute towards pupils' mental models of what excellence looks like and should be suitably scaffolded over time to ensure that new criteria are introduced in manageable chunks to help maintain pupil motivation.

Questioning

Effective questioning methods engage pupils and give teachers a chance to assess what they have understood (both about the content and the task they are about to engage with). The answers to these questions at an individual or class-wide level will inform the responsive teaching needed.

Inclusive

Questioning is one of the quickest, and most effective ways of gathering information about pupils' understanding and any misconceptions they may harbour. Effective questioning at a class level is reliant on high ratio and accountable participation of pupils and the deep subject and pedagogical knowledge of teachers.

Planning questions in advance of the lesson and establishing the purpose for which the questions are posed and who they will target is key. There is a level of flexibility built in, as the responses pupils give may inform which question, if any, should be asked next. Means of mass participation will be routine so that all pupils' understanding is checked regularly, enabling the teacher to collate a wealth of information on their class' understanding and enabling them to be more responsive to the needs of the group and of individuals.

Informed

When questioning pupils, teachers will take all necessary opportunities to gain insights into pupils' understanding *before* pupils attempt to apply their learning. Teachers may pose hinge questions at key points in the learning sequence to confirm that pupils have the necessary knowledge and skillset to complete a task successfully. Multiple choice questions can be used to uncover possible misconceptions precisely, knowing that if pupils select option B, what misconception led to this selection and then responding accordingly.

Pitch

Pitching questions appropriately should challenge all pupils cognitively and should help deepen their thinking regardless of their progress in comparison to their peers. Pushing pupils for precision in their responses to questions and not rounding up their answer is a useful strategy to ensure that pupils think carefully about their response and about how to refine their answer to make it more precise, developed, or nuanced.

When pitching more complex questions, it may be appropriate for teachers to pose some questions where they can be sure of pupil success, to build confidence and participation before posing more challenging questions.

Participation

The aim for any accountable questioning must be for all pupils to think deeply about questions posed. To ensure that all pupils are thinking about questions posed, it is essential that teachers pose the question first, give suitable thinking time, and then use a pupil's name. Without posing questions in this manner, rates of participation will be immediately reduced as all pupils are not held accountable for thinking about the question as they know who they question is directed at. Likewise, if pupils put their hands up to answer a question – many pupils will not only opt out of answering a question, but, crucially, will opt out of thinking about a question as they understand that they will not be called upon to answer.

Responsive teaching

Responsive teaching is underpinned by the notion of the teacher responding to feedback from the class obtained through their questioning and checks for understanding. Teachers should adjust their instruction in the moment according to the needs of their class.

The Need for Flexibility

Responding to the needs of a class, group or an individual pupil is an inevitable component of the learning cycle. No matter how adept the modelling, or how compliant a class may be, pupils will often develop misconceptions and misunderstandings. These are not, necessarily, a by-product of poor teaching; however, discovering these misconceptions and misunderstandings and responding to them effectively is integral to good practice.

While flexibility is key to effective responsive teaching, planning to spot and address common misconceptions in advance of the lesson will improve success in this phase of the lesson and will ensure the teacher is suitably prepared for the struggles that are likely to be encountered within the lesson.

This phase of the lesson can be unpredictable, and the teacher needs to be as alert and as flexible as they can be. Questions which practitioners can ask themselves to help with the decision-making process include:

- Have the class understood?
- Should we move on quicker?
- Do pupils need another model?
- Is there some pre-requisite knowledge missing?
- Can I move the majority on, and intervene with a select few?

Responding effectively is crucial to an effective lesson where all pupils succeed.

Identify

Identifying all errors at their point of conception will enable the teacher to diagnose their root cause and to intervene swiftly.

Action

When errors are identified the teacher will re-teach, as necessary, ensuring that all pupils

benefit. Any re-teach will be proportional to the error identified and should be timely in its execution. Expert teachers will recognise that whole class reteach is the best course of action when there is a significant majority who do not understand or who have made errors, and when it is best to work with individuals or small groups based on the information gleaned during questioning and when checking for understanding.

Praise

Ensuring pupils understand their successes is vital and teachers will give clear and specific praise so that all pupils know their areas of strength.

Culture of Mistakes

Pupils will also, predictably, make mistakes, however, teachers should strive to build a culture where making mistakes is normalised and is certainly not a cause for concern. The teacher should welcome and expect mistakes to better address them in a timely manner, rather than foster a culture where pupils try to mask mistakes or where the lesson is not planned and structured to unearth possible errors or misconceptions.

Practice Makes Permanent

Practice does not make perfect, it makes permanent. Pupils will remember what they do and, if that is done incorrectly, that is what they will retain. The brain does not separate the correct from the incorrect and, once learnt, it cannot be unlearnt. Addressing as many misconceptions or misunderstandings as soon as possible is crucial for pupils to successfully learn our rich and challenging curriculum.

Practice and review

We learn what we attend to. Unfortunately, we often do this slowly. Making time for regular and planned practice is important for pupils to succeed and to accelerate learning.

Embedding New Learning

Giving ample time for pupils to practise new learning is key to beginning the process of embedding this learning into pupils' long-term memory. Remembering that even when pupils have been successful with new content, it does not necessarily mean they have learnt it and suitable opportunities for recall should be subsequently planned along with further opportunities for regular practice.

Understanding

The components which precede practice and the teacher's execution of these, should strive to ensure that all pupils engage with the set task successfully and, when questioned, all pupils are able to make comments about what they have learnt and can ask pertinent questions to clarify their understanding.

Challenge

Setting appropriate challenge is crucial to effective task design and work must be suitably challenging for all pupils but should ensure there are opportunities for all to be successful. This will partially be achieved through well designed and nuanced success criteria. The work should advance in difficulty and the work set for pupils should require them to combine what they know with complex disciplinary skills.

Teachers should give careful consideration as to how to gradually fade the scaffolding given to pupils which will ultimately allow them to engage successfully with the content independently. Planning explicitly how to fade such scaffolding and over what time period is necessary for pupils' success.

Focus

During the practice phase of the learning cycle, all pupils should be engrossed in the learning task and should be working purposefully for the

duration of the available time set. This should be the case whether pupils are working independently, and, therefore, are likely to be in silence, or whether the nature of the task requires paired or small group collaboration – in either instance, all pupils should still be working purposefully and with intent if the task has been suitably planned.

Monitoring

Circulating the classroom will enable the teacher to gather information on how well pupils are doing and will allow them to act upon this data before moving on. To monitor the class actively and efficiently: anticipate likely errors and plan for possible misconceptions so that verbal feedback in these instances can be swift; look for patterns in pupil misconceptions and errors to inform the necessary response; circulate purposefully, looking for specific strands of the success criteria to offer support with or to spotlight successes during an appropriate period of review.

While circulating, the teacher must be mindful of the potential they hold to cause a distraction. When pupils are working independently, the teacher must not interfere with pupils' focus but should use the information gathered while circulating to intervene meaningfully and succinctly with pupils, as necessary.

Review

Where specific feedback can be given in the moment to enable pupils to make improvements, this should be used. Pupils should also have the opportunity to review their progress against success criteria at the end of the time set for a task. All pupils should understand how well they have done and should know what they need to do to improve further.

End of lesson

The end of a lesson should allow pupils to reflect on their successes allowing for pupils to feel a positive connection to the lesson's learning. A calm and orderly exit also benefits pupils and staff, as pupils transition to their next activity.

End on a High

The end of a lesson gives teachers a final opportunity to shape and influence pupils' behaviours and thinking.

Firstly, it presents the opportunity to influence how pupils feel about themselves in relation to their learning, and, secondly, it allows practitioners to reinforce what behaviours the pupils believe are commonplace and desirable. Presenting an opportunity for pupils to be successful (while not tokenistic) in the final stages of the lesson can leave them feeling more positive about their relationship with the lesson content, regardless of how challenging they may have found the content for the duration of the lesson.

Equally, the end of the lesson presents the opportunity to reinforce positive classroom culture through the norms which accompany it. The manner in which pupils exit the classroom should be carefully managed so that pupils are left with a positive impression of how everyone acts in that lesson and remembers that sense of calm purposefulness when they come for their next lesson.

Reconnect

At the end of the lesson, the teacher will take the opportunity to make clear and concise links between how the lesson connects to past and future learning, framing today's learning content as a part of a much greater, important sequence. Pupils should be able to see how their learning connects to a much greater whole and should be able to recognise that any significant struggles faced in today's lesson may not necessarily be barriers to their future learning or their success in the subject as a whole.

Successes

Spotlighting pupils' successes will aid learning, and this should be done in a purposeful manner. Praising the whole class for pertinent successes will generate a positive atmosphere towards learning, and spotlighting individuals for specific successes should be done to aid learning. Such spotlighting can be particularly effective when used to further motivate pupils who showed resilience in not giving up on a task which they found difficult, or where pupils showed gains in a skill or in application of knowledge that they have previously not yet grasped. By promoting and directing attention to such positives, this helps contribute to creating a desirable whole class culture that values success, but, more so, comes to expect success as an integral part of the lesson.

Exit

When exiting the classroom, pupils should exit in a calm and orderly manner, which, as it becomes routine over time, should require little input from adults, allowing the teacher to focus on preparing for their next lesson, or on monitoring the movement between lessons (where applicable).

Likewise, when pupils transition between lessons without exiting the classroom, any movement and organising of resources should be done as calmly and as routinely as possible.

Creative Education Trust:

Appendix 1: Teaching and Learning Rubric

Foundations for Excellence



CREATIVE EDUCATION TRUST
Knowledge Connected

What does “excellent” look like?

The CET Mission is “To give every child in our schools the best possible start in life through **excellent education** and wide-ranging co-curricular opportunities”. Without spelling out what an *excellent* education looks like, it is impossible to be sure that, across the trust, the mission statement is clearly understood. One thing this rubric does is attempt to clarify what, at Creative Education Trust, excellent teaching and learning opportunities look like.

How is the rubric structured?

The rubric is divided into sections linked to the lesson components from CET’s Teaching and Learning Framework. To make clear what the journey to excellence looks like, a 4-tier system ‘emerging’, ‘developing’, ‘secure’, and ‘excelling’ is used. As you read across a row, the descriptors give broad guidelines as to how an aspect of teaching or learning may look at each stage. To position the practice seen, use the ‘tags’ at the start of each row to find the relevant part and then read across to find the descriptor that best matches what is observed.

Specific ‘tags’ exist only in one section but may justifiably occur at various phases of the lesson. Staff should be familiar with the rubric before first using it, as, for example, the idea of circulating the classroom is in “practice and review” but could be observed in the “starts to lesson” or “questioning” parts to a lesson.

Necessary but not sufficient

This rubric only identifies objective and observable aspects of pedagogy. Teaching is complex and although lessons where teaching embodies the contents of the “excelling” columns will certainly have the *foundations* for great learning to happen, there are multiple “unseen” aspects that will also factor into making this a reality. Without the content of the excelling column seen, it is unlikely that the pedagogy is sufficient to enable great learning to take place. However,

just because it is seen, does not necessarily mean the education received is going to be transformative.

How is the rubric used?

This rubric can be used in multiple ways. Namely to find where great school or department-wide practice exists in our schools and the Trust, track the progress over time of our schools and the Trust, provide information to schools and the trust to help inform future CPD.

What does the rubric not do?

This document will not, by itself, lead to school or teacher improvement. However, identifying current strengths and areas for improvement is a vital component of any effective mechanism of change. This document should be used alongside other processes if progress is to be made. It does not suggest strategies adults should be using nor does it spell out **how** to move from one column to the next.

EYFS

At the end of the rubric are 3 sections only be to used in EYFS settings. The rest of the rubric still applies to EYFS.

For the “Whole Child” component, desirable traits make up the rows but multiple things may be observed to qualify the judgement being in different columns. For example, in ‘excelling’, it might be that all the pupils are demonstrating this trait already. It may be that prompts are used effectively by adults before pupils then display these. It may also be the case that explicit modelling and then the chance to embed this trait may be needed. The choice is up to the adult based on the needs of the individual at the moment. The characteristics one would see that would qualify for the other columns are spelt out at the top of that section. Where multiple aspects are seen, the observer should apply a best fit approach.

Climate for Learning

Disruption	Attempts made to address undesirable behaviour are prolonged and not always successful. Many disruptive behaviours go unaddressed.	Undesirable behaviour is challenged successfully; however, its frequency prevents others learning and not all behaviours are addressed.	Undesirable behaviour is challenged swiftly and successfully, this happens infrequently with little effect on others' learning.	All behaviour exhibited by pupils is conducive to the learning of others with seemingly little intervention from adults.
Passivity	Passivity and non-compliance in learning is widespread and goes unaddressed.	Some attempt will be made to address passivity, but it is not wholly successful, or will only briefly motivate participation before attention lapses again.	Passivity in learning is challenged swiftly and successfully. Learners are quickly refocused and maintain attention on their learning for most of the time.	All learners are engrossed in the lesson. Lapses in attention are momentary and are corrected by the pupils, or, by the adult, almost immediately.
Discussion	Where group discussions occur, pupils do not contribute or listen in a polite and respectful manner.	Where group discussions occur, few pupils can contribute and listen in a polite and respectful manner.	Where group discussions occur, most pupils can contribute and listen in a polite and respectful manner.	Where group discussions occur, all pupils can contribute and listen in a polite and respectful manner.
Distractions	The physical classroom environment is not a suitable place to learn.	For many, the physical classroom environment is a distraction to learning.	For most, the physical classroom environment allows the focus to be on learning.	The physical classroom is a well organised environment, conducive to learning.
Ownership	Pupils do not use the resources or environment appropriately. They do not leave spaces tidy.	Some pupils use the resources and environment appropriately. This includes leaving spaces tidy.	Most pupils use the resources and environment appropriately. This includes leaving spaces tidy.	All pupils use the resources and environment appropriately. This includes leaving spaces tidy.
Positivity	All attempts to correct behaviour focus on the negative aspects of what is being displayed with little to no positive reinforcement seen.	Interactions with some pupils are conducted positively but attempts to correct behaviour focus more on the minority who are not complying.	Interactions with most pupils are conducted positively. Positive narration is the main tool used for reinforcing expectations of pupils.	Interactions with all pupils are conducted positively. Positive narration of behaviour is all that's needed to create a focused environment.
Routines	Key tasks undertaken by pupils are not done in a timely manner. Multiple reminders are needed when trying to get full compliance.	Some routines, with prompts and reminders, help pupils spend most their time engaging proactively with the learning.	Clear routines, combined with prompts, ensure that all pupils can engage proactively with the learning.	Routine tasks are undertaken in a timely and efficient manner by all pupils with seemingly little input from adults.
Transition	There is no clear start or end to phases of learning. Pupils' attention between transitions is not suitably redirected.	Starts and ends to phases of learning are clear for some. Their attention is suitably redirected.	Starts and ends to phases of learning are clear for most. Their attention is suitably redirected.	Starts and ends to phases of learning are clear. Their attention is suitably redirected.
Inclusive	Some pupils do not interact with each other equitably.	Most pupils interact with each other equitably regardless of background or any protected characteristics.	All pupils interact with each other equitably regardless of background or any protected characteristics.	All pupils interact with each other equitably regardless of background or any protected characteristics, showing sensitivity to their own and others' needs.

EMERGING**DEVELOPING****SECURE****EXCELLING****Literacy**

Comprehension	Pupils do not understand the content or context of the reading material.	Some pupils understand the content and context of the reading material.	Most pupils understand the content and context of the reading material.	All pupils understand the content and context of the reading material.
Reading Aloud	When reading, pupils' projection, prosody and pronunciation is unclear throughout.	When reading, pupils' projection, prosody and pronunciation is clear some of the time.	When reading, pupils' projection, prosody and pronunciation is clear most of the time.	When reading, pupils' projection, prosody and pronunciation is clear throughout.
Vocabulary Instruction	Explicit vocabulary instruction means few pupils can say and define new words.	Explicit vocabulary instruction means some pupils can say, define and apply new words.	Explicit vocabulary instruction means most pupils can say, define and apply new words.	Explicit vocabulary instruction means all pupils can say, define and apply new words.
Oracy	Spoken language used by pupils is not appropriate to its context.	Some spoken language used by pupils is appropriate to its context.	Most spoken language used by pupils is appropriate to its context.	All spoken language used by pupils is suitably appropriate to its context.
Writing	Written language used by pupils is not appropriate to its context.	Some written language used by pupils is appropriate to its context.	Most written language used by pupils is appropriate to its context.	All written language used by pupils is suitably appropriate to its context.

EMERGING

DEVELOPING

SECURE

EXCELLING

Starts to Lesson

Focus ed	Few pupils engage with the starter task.	Some pupils engage with the starter task swiftly, but most take too much time before settling.	Most pupils engage purposefully with the starter task in a timely manner.	All pupils engage purposefully with the starter task in a timely manner.
Retrieval	Questions are not retrieval based. Questions are not pitched correctly and do not counter forgetting.	Questions are retrieval based and challenge some pupils' recall of previously learnt content. Some questions are not pitched well.	Questions are retrieval based and challenge most pupils' recall of previously learnt content.	Questions are retrieval based and challenge all pupils' recall of previously learnt content.
Success	Few pupils experience success with the starter task.	Some pupils experience some level of success with the starter task.	Most pupils experience high levels of success with the starter task.	All pupils experience high levels of success with the starter task.
Review	Pupils gain little insight into how they did on the task because of the way it was reviewed, and crucial gaps remain unaddressed.	Some pupils engage proactively in the review and gain insight their performance. Some appropriate gaps are addressed.	Most pupils engage proactively in the review and gain insight into their performance. Most appropriate gaps are addressed.	All pupils engage proactively in the review and gain insight into their performance. All appropriate gaps are addressed.

Exposition

Connec t	Links to relevant learning are implicit and unclear.	Links to prior and future learning and implicit or not concisely communicated.	Links to appropriate prior and future learning are mostly explicit and concise in their communication.	Links to appropriate prior and future learning are explicitly and concisely communicated.
Context	The wider context pupils are exposed to is neither accurately or respectfully communicated.	Some of the wider context relevant to the lesson is explored, but it is only communicated well to some pupils.	Wider context is explored with the class in an accurate and respectful manner.	Relevant wider context is explored with the class in an accurate and respectful manner. Explicit links are made between this and the curriculum content.
Precision	Explanations of content may contain errors and will not be communicated in a way which will lead to pupil success.	Explanations of content are mostly accurate but may not be communicated clearly enough to be understood by most pupils.	Explanations of content are accurate and are communicated clearly to all pupils.	Explanations of content are accurate and are communicated in an engaging and concise manner to all pupils.
Note-taking	Pupils do not understand what notes need taking or copy sporadically with limited results. The time given is not appropriate and the content copied is not conducive to learning.	Some pupils understand what notes need taking and why. Some pupils take notes but too much or too little time is spent on notetaking.	Most pupils understand what notes need taking and why. Most pupils take notes in a timely and appropriate manner.	Pupils understand what notes need taking and why. All pupils take notes in a timely and appropriately concise manner.

EMERGING

DEVELOPING

SECURE

EXCELLING

Modelling

Clarity	Modelling is unclear or imprecise. Pupils are likely to develop misconceptions as a result.	Modelling is mostly accurate, but misconceptions may emerge due to ambiguous or incomplete explanations.	Modelling is clear, accurate, and contributes to ensuring no new misconceptions are created.	Modelling is clear, concise, and accurate. It contributes to ensuring no new misconceptions are created and may also lead to the eradication of previously held misconceptions.
Metacognition	Implicit processes are not shared with pupils. Modelling focuses on the model answer with none of the “why” of what makes it successful explained.	Some implicit processes will be shared with pupils which aids some learners. Pupils have an incomplete understanding of the implicit process.	Adults narrate their thinking around key processes to help make the implicit explicit for most learners.	Models and demonstrations appropriately balance the “what” and the “why”. Adults narrate their thinking to make key implicit processes explicit, for all learners.
Scaffolding	Models will not be scaffolded or pitched appropriately for pupils.	Models provide some scaffolding for pupils which aids the learning process for some.	Models provide a helpful scaffold for pupils which aids the learning process for most.	Models provide an appropriately challenging scaffold for pupils which aids the learning process for all.
Success Criteria	Success criteria are vague or imprecise and do not support pupils’ understanding.	Success criteria are not precise or concise enough to fully support pupils’ understanding.	Helpful success criteria support most pupils’ understanding.	Explicit success criteria support all pupils’ understanding.

EMERGING**DEVELOPING****SECURE****EXCELLING****Questioning**

Inclusive	Questions are solely posed to individuals meaning few pupils have their understanding checked.	Questions are posed to the class or to groups of pupils but every pupil's understanding is not checked.	Means of mass participation occur with all pupils' understanding checked occasionally.	Means of mass participation will be routine so that all pupils' understanding is routinely checked.
Inform	Opportunities to gain insight into pupils' understanding are infrequent or missed.	Some opportunities to gain insight into pupils' understanding are taken.	Most opportunities to gain insight into pupils' understanding are taken before pupils attempt to apply learning.	All necessary opportunities to gain insight into pupils' understanding are taken to before pupils attempt to apply learning.
Pitch	Questions are not suitably pitched and do not contribute to pupils' understanding.	Questioning focuses on recall and basic understanding and do not help move learning forward.	Questioning appropriately challenges most children cognitively and helps to deepen their thinking.	Questioning appropriately challenges all children cognitively and helps to deepen their thinking.
Participation	Pupils only think about questions when individually called upon.	Some pupils will think about questions posed.	Most pupils will think deeply about questions posed.	All pupils will think deeply about questions posed.

Responsive Teaching

Identify	Errors are not always identified or addressed.	Some errors are identified and addressed but the time taken to identify these reduces their efficiency.	Most errors are identified with their root cause diagnosed.	All errors are identified, and their root cause diagnosed swiftly.
Action	Some misconceptions may be addressed but these may have had time to embed due to a lack of timely intervention.	Reteach methods benefit some pupils.	Reteach methods, where necessary, benefit most pupils.	Reteach methods, where necessary, are implemented successfully and benefit all pupils.
Praise	Praise for correct responses is rare or is not specific enough to not be beneficial.	Praise is not always clear or specific. As a result, some pupils are clear as to what contributes a good response.	Specific praise is given to pupils' responses. As a result, most are clear what contributes a good response.	Clear and specific praise contributes to all understanding the areas of strength in their responses.

EMERGING

DEVELOPING

SECURE

EXCELLING

Practice and Review

Accuracy	Pupil work is inconsistent with most unsure how to engage with the task successfully.	Some pupils engage with the task successfully.	Most pupils engage with the task successfully. Pupils can self-correct, when prompted.	All pupils engage with the task successfully.
Challenge	Work set involves little thought to complete.	Work set is primarily focused on knowledge recall or on using skills which pupils do not have the knowledge for.	Work set requires pupils to combine what they know with disciplinary skills.	Work set requires pupils to combine what they know with complex disciplinary skills.
Focus	Most pupils do not spend a substantial amount of time engaging purposefully with the task.	Some pupils spend time working purposefully for the duration of the task.	Most pupils are engrossed in the learning task with the remainder working purposefully for the duration.	All pupils are engrossed in the learning task and are working purposefully for the duration.
Monitored	Adults are unaware of how most pupils are progressing with the task. As a result, informed intervention does not happen.	Adults monitor the work of some pupils. This informs decisions that benefits some pupils' learning.	Adults actively monitor the class. This informs decisions that benefits most pupils' learning.	Adults actively and efficiently monitor the class. This informs decisions that benefits all pupils' learning.
Review	Pupils end the task unsure of how well they have achieved its aims.	At the end of the task, some pupils understand how well they have done and know what they need to do to improve.	At the end of the task, most pupils understand how well they have done and know what they need to do to improve.	At the end of the task, all pupils understand how well they have done and know what they need to do to improve.
Understanding	Pupils cannot make comments about what they have learned. They ask very few relevant questions to clarify their understanding.	Some pupils can make comments about what they have learned and ask some relevant questions to clarify their understanding.	Most pupils can make comments about what they have learned and ask questions to clarify their understanding.	All pupils can make comments about what they have learned and ask questions to clarify their understanding.
Support	Additional adults do not contribute effectively to the learning outcomes of pupils.	Additional adults contribute effectively to the learning outcomes for some pupils.	Additional adults contribute effectively to the learning outcomes for most pupils.	Additional adults contribute effectively to the learning outcomes for all pupils.

EMERGING**DEVELOPING****SECURE****EXCELLING****Ends to Lesson**

Exit	Pupils leave the classroom in a disruptive and disorderly manner.	Some pupils leave the classroom in a calm and orderly manner.	Most pupils leave the classroom in a calm and orderly manner.	Pupils leave the classroom in a calm and orderly manner with little input needed from adults.
Re-connect	Pupils are not given the opportunity to reflect upon the next steps from the lesson.	Some links are made between how the lesson connects to past and future learning, but these may be unclear.	Links are made between how the lesson connects to past and future learning.	Clear and concise links are made between how the lesson connects to past and future learning.
Success	Pupils' successes are not highlighted purposefully.	Pupils' successes are shared at the end of the lesson, but with little specificity.	Pupils' successes are shared which contribute to a positive atmosphere at the end of the lesson.	Pupils' successes are shared in a specific and purposeful manner which aids learning.

Abbeyfield School

Teaching and Learning Policy

Roles & Responsibilities

Joel Toomer – Vice Principal, Teaching & Learning

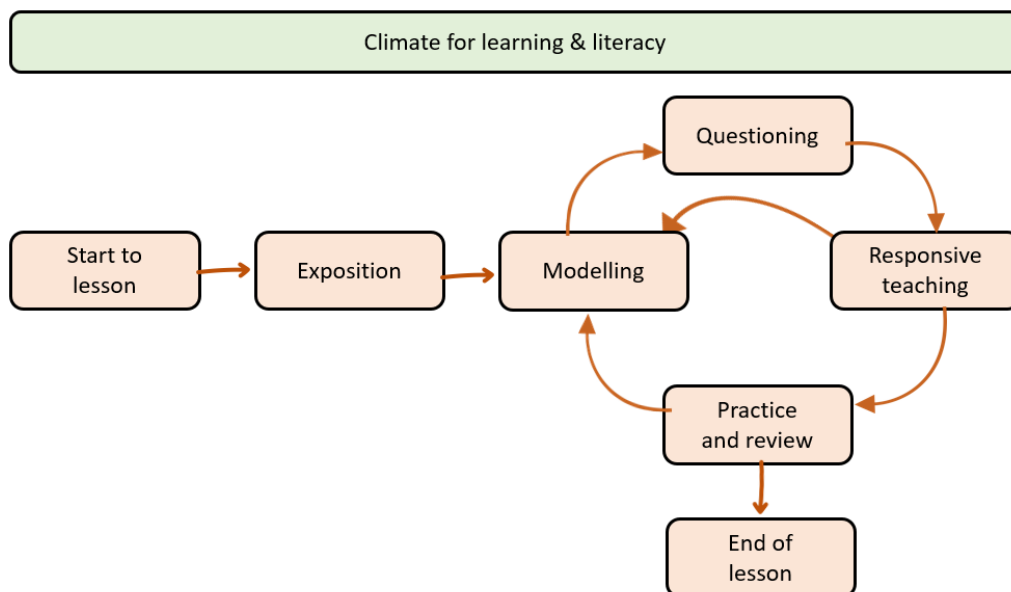
Dave Hunt – Assistant Principal, Teaching & Learning

Pavandeep Aujla – Teaching & Learning Leader, Abbeyfield School Link

Abbeyfield Lesson Phases

CET Components	Abbeyfield Lesson Phases
Start to lesson	Sharp Start
Exposition	Instruction
Modelling	Guided Practice
Questioning	
Responsive Teaching	
Practice & Review	Independent Practice
End of Lesson	Review & Neat Finish

CET Lesson Components



Abbeyfield Lesson Phases

Sharp Start 	Instruction 	Guided Practice 	Independent Practice 	Review & Neat Finish 
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Sharp Start

- The teacher warmly greets students at the threshold.
- Uniform is checked and corrected.
- Resources are prepared and shared calmly & efficiently. This includes the Abbeyfield Sharp Start slide if a powerpoint is used during the lesson.
- Students write the Learning Objective and Date in their book which is then underlined.
- Students complete a retrieval activity based on previously learned content – they achieve a high success rate.
- Questions are retrieval-based. They are not open. They are limited to a maximum of 3 questions.
- The teacher actively monitors the students' completion of this task – identifying common strengths and misconceptions.
- The teacher leads a review of the retrieval activity.
- Students self-assess with purple pen.
- The teacher introduces the objectives of the lesson.
- The teacher takes the register on Arbor.
- If a student has been marked present in a previous lesson but does not arrive within the first 5 minutes of a lesson, a Missing Student Emergency Alert is raised on Arbor.
- The teacher aims to complete this phase of the lesson within 10 minutes.

Instruction

- The lesson is underpinned by a Learning Objective that is specific and measurable. It should say what students will know, remember or do in that lesson.
- The teacher links new ideas, knowledge and concepts to previously taught content.
- Explanations are accurate, engaging and concise.
- The teacher pre-empts common misconceptions and makes reference to these during explanations and demonstrations.
- Supporting resources - such as Powerpoints and worksheets - consider cognitive load – they are not overloaded with information and unnecessary images.
- New information is shared in manageable chunks.
- If note-taking is required, specific instructions are provided so the purpose of these notes are clear.
- The teacher refers to and explicitly teaches new vocabulary.
- The teacher checks for understanding throughout with strategies such as whole class response, diagnostic questions, multiple choice questions.

Guided Practice

- The teacher models new skills, tasks and concepts clearly and concisely.
- During the modelling process, students are instructed on how to behave.
- Students do not shout out or interrupt the model for others. This behaviour is challenged if/when it occurs.
- In practical lessons, the teacher positions themselves and students so that all students can see and hear the model.
- Repeated opportunities for guided practice are planned into the lesson.
- The teacher narrates their thinking process throughout the model(s).
- Appropriate scaffolding and success criteria is provided.
- The teacher checks that students are ready to move on without additional support before doing so.

Independent Practice

- Planning provides significant opportunities to challenge students to work independently, without direct teacher input.
- Tasks and activities have appropriate scaffolding and success criteria.
- The teacher sets the conditions before the students start working. The time allowance and behaviour expectations are explained explicitly.
- The teacher circulates the learning environment – taking note of misconceptions and providing live verbal & written feedback.
- Students are engrossed in the learning activity. Off-task behaviour is swiftly challenged by the teacher.
- Various assessment methods are used.
- Throughout, the teacher ensures students know how well they have done and what they need to do to improve. If misconceptions are still present, the content is retaught or remodelled.

Review & Neat Finish

- A summary of learning is led by the teacher.
- The teacher checks for understanding.
- The overwhelming majority of the class is expected to take part in this phase of the lesson.
- Student successes are shared and celebrated by the teacher.
- Resources are collected in a calm and controlled manner.
- The teacher summarises the lesson objective(s) and how the lesson will link to the next.
- Students stand behind their desks and wait in silence for dismissal.
- The teacher dismisses students in a calm and orderly manner.

Adaptive Teaching

“Adapt teaching to respond to the strengths and needs of all pupils.” DfE

Meeting the needs of students with SEND

Students with SEND all have very different needs. Students with SEND are not necessarily low ability. Teachers meet the needs of students with SEND in three ways:

- Quality First Teaching
- Common Language
- Student Passports & Seating Plans

Quality First Teaching

At Abbeyfield, we strive to ensure that all students experience an ambitious, broad and engaging curriculum that will enable them to make progress.

We are a truly comprehensive school, encouraging all abilities and aspirations. With this in mind, we are committed to delivering lessons that are inclusive by design with the understanding that good teaching for SEND, PP and EAL students, is good teaching for all.

Regardless of specific need, we know there are several, research informed teaching techniques that support all SEND students so students utilise these methods as part of the QFT:

- High expectations
- Sharing the Big Picture of the learning journey
- Explicit Instruction
- Modelling (I do, We do, You do)
- Sharing WAGOLL, mark schemes and specifications
- Use of technology (visualisers)
- Use of success criteria & scaffolding
- Use of timers
- Use of mini whiteboards
- Dual coding
- Flexible grouping (data driven temporary groups that work together for only as long as is needed for students to develop a particular skill)
- Pre-teaching Subject Specific Vocabulary
- Low stakes testing

Additional considerations are made to support all learners.

- Powerpoint presentations use black fonts on a coloured background (not white)
- Powerpoint fonts are clear (preferably Arial or Calibri) and are size 18 as a minimum.
- Cognitive overload is considered when designing electronic resources such as Powerpoints – students should benefit from disruption free learning.

Common language

We recognise that many of our students struggle to decode 'teacher speak' which can often get in the way of new learning. 'Procedural memory' refers to a type of long term memory that we use on a daily basis, without consciously realising that we do, often known as autopilot. We use a shared language to support this and train students to understand this language. Procedural memory is important in a school setting because once students are familiar with specific activities or skills, the process becomes automatic so that working memory is freed up and can instead be used to focus on the content or questions of how to complete a task.

Research suggests that once we make specific activities and tasks automatic, it frees up working memory for learning. Shared learning for learning at Abbeyfield includes:

- Learning Objective
- Do Now
- Key Words or Subject Specific Vocabulary (SSV)
- Success Criteria
- Instruction
- Guided Practice
- Independent Practice

Student passports & Seating Plans

Teachers consider individual needs by familiarising themselves with student passports. Student passports are written in consultation with the student. The required adaptations are annotated on the teacher seating plans. Seating plans are used, regularly updated and available to view on Arbor. We recognise the value on digital seating plans to support cover teachers too.

Strategies that may be suggested for individual students include:

- Use of a laptop
- Use of a coloured overlay
- Priority check-in
- Support from an additional adult
- Providing sentence starters
- Scaffolding tasks with writing frames
- Small group teaching

Meeting the needs of students with EAL

At Abbeyfield, we recognise that our EAL new arrivals come from a range of social experiences and background and will, therefore, have diverse needs.

Teachers support EAL students in their lessons by:

Providing visuals:

- Labelled images and diagrams (printing these out so that students can stick them in their books and refer to)
- Teacher gestures and facial expressions

Home language:

- Allow some written work in the home language if the student is struggling in English – this allows more breadth of vocabulary and makes them feel included. This is a useful foundation to build on as it gives students the chance to compare words and sentence starters.
- All students to speak with other native speakers to clarify understanding.

Give the time:

- Ensure task difficulty levels are appropriate.
- Consider time given for homework and assessments.
- Allow for the 'silent phase'.

Group work

- Gives EAL students a chance to practise speaking in a less threatening environment
- Choose supportive peers who are good language role-models/native language speakers.

Pre-teach

- Give learning materials in advance so they can prepare
- Give key word vocabulary

Presentation

The purpose of exercise books is to allow all Abbeyfield students to make progress; know more, do more, remember more. They will use their exercise book as a core revision tool. A well-presented exercise book=strong attitude and culture. The exercise book is crucial to our students displaying a growth mind-set towards learning.

Our motto is 'At Abbeyfield we take **PRIDE** in our work'



PROACTIVE - students will be proactive learners by challenging themselves to complete all work to an exemplary standard.



RULER - Students will use a ruler to underline the date, title, and lesson objective and to draw a neat single line through mistakes.

mistake

IDENTIFY MISTAKES - Students will identify mistakes in their work and correcting it with purple pen.



DRAW - Students using a pencil to complete all tasks which require drawing such as diagrams, graphs, and pictures.



EFFORT – all work will be neat and well-presented with sheets glued in and no graffiti.

Presentation expectations:

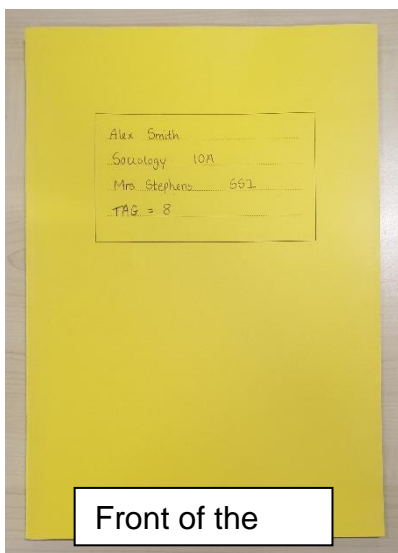
Front of books will include:	In books the expectations are:
<ul style="list-style-type: none"> Covered with a plastic sleeve or coating. Student name Subject and Class code Teacher name and Classroom location Target grade 	<ul style="list-style-type: none"> The student PRIDE sticker will be stuck on the inside of the front cover, top left-hand side. All written work will be completed in your neatest handwriting using black pen (or on your chrome book). You will write and underline with a ruler the date (top right-hand side), title (central), and lesson objective (missing a line and on the left-hand side). Lesson objective to be annotated. No gaps or blank pages are to be left in your book. All sheets will be stuck in neatly. No graffiti or damage (this includes doodling).

Responsibilities:

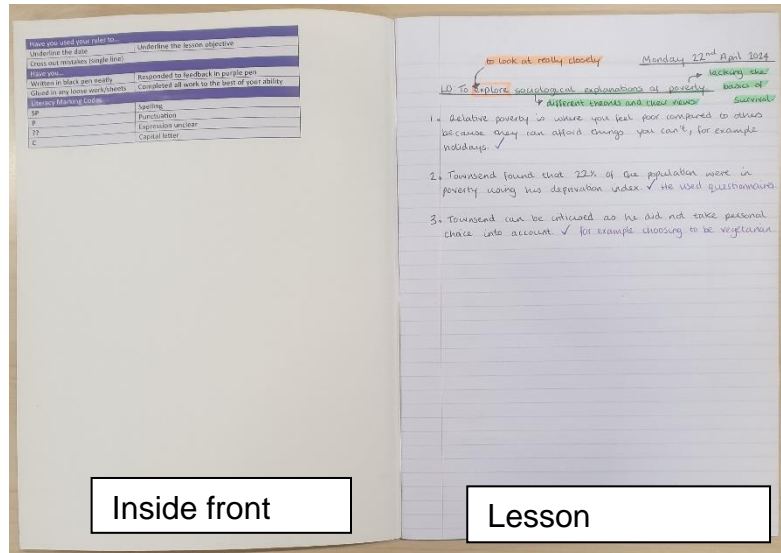
Role	Responsibility
Student	You will have all the correct equipment at the start of every lesson (black pen, purple pen, ruler, pencil). Calculators are expected in all Maths and Science lessons.

	You will follow the PRIDE policy in every lesson. You will use a purple pen to correct presentation and work. You will check your work at the end of every lesson using your PRIDE checklist (back of front cover).
Classroom teacher	As teachers are purposefully circulating the room they will: <ul style="list-style-type: none"> • Look at pupils' books. • In green pen circle or underline any PRIDE mistakes and misconceptions.
Form tutor	Tutors will check all students, have the correct equipment during personal development and sanction accordingly.
DOL	To support classroom teachers with the policy implementation through QA of books. To monitor and evaluate implementation through lesson drop-ins and faculty meetings.
SLT	To support DOLs in their role (stated above) through line management meetings. To monitor and evaluate during termly reviews of QA measures with DOLs. To respond to staff feedback and amend the policy where necessary.

Presentation aim

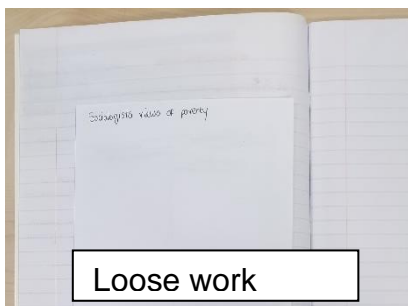


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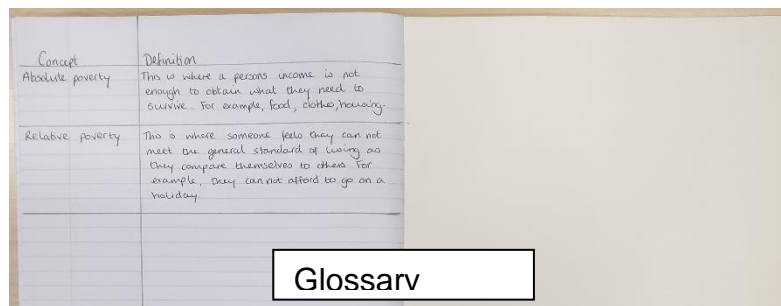


Inside front

Lesson



Loose work



Glossary

Quality Assurance

The teaching and learning policy emphasises the use of low-stakes short lesson visits as the primary method for quality assurance. These visits aim to provide a supportive and developmental approach to monitoring teaching practices and student learning outcomes.

Key Components

1. Low-Stakes Short Lesson Visits:

- Conducted frequently to observe classroom practices in a non-evaluative manner.
- Focus on gathering insights into teaching methods, student engagement, and overall learning environment.
- Designed to be brief, reducing pressure on teachers and promoting a culture of continuous improvement.

2. Steplab Platform:

- Utilised for providing and receiving feedback post-visit.
- Facilitates timely and constructive feedback, allowing teachers to reflect on their practices.
- Supports collaborative discussions and professional growth by tracking progress and identifying areas for development.

3. Faculty and School-wide PLVs:

- Paired Learning Visits (PLVs) involving both faculty and school leadership.
- PLVs employ a Trust-wide rubric to ensure consistency and objectivity in evaluations.
- Encourages shared understanding of quality teaching standards and collective responsibility for student outcomes.

Benefits

- **Supportive Environment:** By focusing on low-stakes visits, teachers feel less judged and more supported, fostering a positive culture of continuous improvement.
- **Timely Feedback:** The Steplab platform ensures that feedback is immediate and actionable, helping teachers to quickly implement improvements.
- **Consistency and Objectivity:** The use of a Trust-wide rubric during PLVs standardises and codifies evaluations, ensuring fair and equitable assessments across the school.
- **Professional Growth:** Regular visits and feedback opportunities contribute to professional development, enhancing teaching practices and student learning experiences.

This quality assurance policy, with its emphasis on low-stakes visits, structured feedback through Steplab, and consistent evaluation via PLVs and a Trust-wide rubric, provides a robust framework for continuous improvement in teaching quality and student outcomes. The supportive and developmental focus promotes a collaborative and reflective teaching culture, ultimately benefiting the entire educational community.